

### **Disclaimer**

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self-assessment: 🔊 🗕 🐧 A Journey of Change 66TH CONFERENCE ON EXCEPTIONAL CHILD

### The Conundrum of American Public Education

We can, whenever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so

Ron Edmonds, 1982 in DeFour et al., 2004

**Every system is perfectly aligned for the results it gets.** 

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### Outcome Assessment Data

	English Language	Arts 2014-2015	
Proficiency at or above Level Three	All Students	Students With Disabilities	Students with SLD
Grade 3	59 %	28.8 %	12.3 %
Grade 4	58.8 %	27.7 %	15 %
Grade 5	53.1 %	22.3 %	12 %
Grade 6	57.3 %	22.6 %	14.2 %
Grade 7	56.1 %	20.9%	15 %
Grade 8	53.4 %	17.5 %	12.2 %

# ELA Data 2014-2015 100% 90% 80% 70% Students With Disabilities 60% 50% 40% 30% Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8

Two basic questions	
-	
Are you happy with your data?	
Is every classroom one you	
would put your own flesh and blood?	
A <i>Shift</i> in Thinking	
The central question is not: "What about the students is causing the	
performance discrepancy?"	
but rather	
"What about the interaction of the	
curriculum, instruction, learners and	
learning environment should be altered so that the students will learn?"	
Ken Howell	
MTSS	
<ul> <li>A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and</li> </ul>	
behavioral instruction and intervention.	
<ul> <li>The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.</li> </ul>	
"Need-driven" decision-making seeks to ensure that	
district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of all	
students to achieve and/or exceed proficiency.	

### NC MTSS Definition

NC 1500-2.xx Multi-tiered system of support (MTSS)

MTSS is a multi-tiered framework which promotes school improvement through engaging, researchbased academic and behavioral practices. MTSS employs a systems approach using data-driven problemsolving to maximize growth for all.

### **ESSA** and MTSS

- The term is defined as "a comprehensive continuum of evidence- based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making" (Title IX, Sec. 8002(33)
- "Schoolwide tiered model"
  - Schoolwide Programs, Sec. 1114(7): Schoolwide program plans must include a description of how needs of at risk children will be met, which may include "implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services" under the IDEA

# Critical Components of MTSS Multiple Tiers of Instruction & Problem Solving Process Leadership Capacity Communication & Collaboration Infrastructure Communication & Collaboration

# What Does It Look Like? What are the "Practices?"

- All instructional and support services are delivered through a multi-tiered system
- Decisions regarding instruction/support are made using a data-based, problem-solving process
- All problem-solving considers academic and behavior (student engagement) together
- A district-based team is responsible for monitoring performance of schools to determine the overall "health" of the district

# What Does It Look Like? What are the "Practices?"

- A school-based team is responsible for monitoring student performance to determine overall "health" of the school environment
- Parents are engaged in the problem-solving and instruction/intervention process
- · Student engagement is a primary priority
- Lesson Study (Planning) is the focus for effective instruction
- Early Warning Systems are in place to ensure a focus on prevention
- The focus is on Tier 1 and the integration of Universal Design for Learning Principles

# What Does It Look Like? What are the "Practices?"

- District leadership is held accountable for implementation and outcomes
- The school (Principal) is held accountable for high quality implementation of MTSS as well as student outcomes

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Three Tiered Model of Student Supports	
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**Specific Learning Disabilities** 

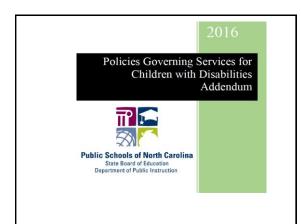
Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of: visual, hearing, or motor disabilities; significant limited intellectual capacity; significant identifiable emotional disability; cultural factors; environmental or economic disadvantage; or limited English proficiency

•	"However, there is also the scientific concept of LD that I
	think is very important. Research, in particular, must begin
	to focus on children who meet multiple exclusionary
	criteria, including evidence of intractability to quality
	instruction. Otherwise intervention and other kinds of
	studies will continue to combine children who haven't been
	taught well with those who are difficult to teach and we
	won't learn what we need to learn about children who have
	low achievement and who are hard to teach. From this
	perspective, I think we can evaluate hypotheses about true
	LD and give some meaning to the classification."

Jack M. Fletcher, Ph.D. Department of Psychology University of Houston Health Sciences Center

### BIG Concepts that Drive SLD Eligibility

- Unexplained Underachievement
- · Intensity of the problem
- Severity of the problem
  - Rtl comes in here!
- "Discrepancy" is between current level of performance and state approved grade level standards
- · Rule out likely suspects



### SLD Eligibility Criteria

- CRITERION 1: Assurance of appropriate instruction
- CRITERION 2: Exclusionary factors
- CRITERION 3: Inadequate academic achievement•
- CRITERION 4: Insufficient rate of progress
- CRITERION 5: Demonstrated educational need
- <u>CRITERION</u>: Observation of the student learning environment documents academic performance and behavior in areas of difficulty.
- <u>CRITERION</u>: Specific documentation for eligibility determination, including a requirement that parents are notified about instructional strategies, progress monitoring, and the right to request an evaluation.

# Common Language/Common Understanding

Big Ideas That Are Drivers for Data-Based Decision Making with SLD Eligibility

First Big Idea!
Special Education Students are General
Education Students First

Does your district/school have consensus around this statement??

# In Fact, No Student Can Be Eligible for ANY Category of Special Education Unless...

(5) SPECIAL RULE FOR ELIBIGILITY DETERMINATION-

- In making a determination of eligibility under paragraph (4)(A), a child shall not be determined to be a child with a disability if the determinant factor for such determination is-
  - (A) lack of appropriate instruction in reading, including in the essential components of reading instruction (as defined in section 1208(3) of the ESEA of 1965);
  - (B) lack of appropriate instruction in math; or
  - (C) limited English proficiency.
- Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel

### What Does "Appropriate" Mean?

- Aligned with state-approved, grade or subject area standards
- · Delivered in a sufficient amount
- Effective

### Curriculum

- The term "general education curriculum" is not defined in IDEA.
- The USDOE's regulations implementing Part B of IDEA state that the general education curriculum is "the same curriculum as for nondisabled children." (34 CFR 300.320 (a)(1)(i).
- "The Department interprets 'the same curriculum as for nondisabled children' to be the curriculum that is based on a State's academic content standards for the grade in which the child is enrolled." (OSERS Memo, November 16, 2015)

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 Do you think that there is common language/common understanding about the need to demonstrate effective core instruction before referring a student for special education?

Second Big Idea!

Academic Engaged Time (AET) Is The BEST Predictor of Student Growth.

### **AET**

- Academic Engaged Time (AET)
  - 330 minutes of instruction/day
  - 1650 minutes/week
  - 56,700 minutes/year
  - 15,700 minutes for Reading
- Minutes are finite in number
- Loss of minutes=Loss of achievement
- Minutes are the *currency* we use for instruction
- Equity in Access to Core Curriculum Content is, in part, a function of Academic Engaged Time.


### Third Big Idea!

Student Growth is the BEST Measure of a Student
Response to Instruction
(NOT Grade-Level Discrepancy)

### Some Fundamental Principles

### · Rate of Growth

- · Where is the student now?
- Where is the student supposed to be?
- · How much time do we have to get there?
- · Is that time realistic?
- Rate of growth is the best measure of student response to instruction and intervention
- Rate of growth is used within an early warning system to determine if students will attain benchmarks before time runs out and while we have time left to modify instruction
- Rate of Growth is the best measure of effectiveness of instruction AND the most fair measure.

# Which Line Represents the Greatest Growth? Discovery Education Assessment Results: Math Discovery Education Assessment Results: Math To a second s

Fourth Big Idea
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Understanding the Difference Between Intensity and Severity

What is the difference between a student who is significantly "behind" and one potentially with a SLD?

### Intensity vs. Severity

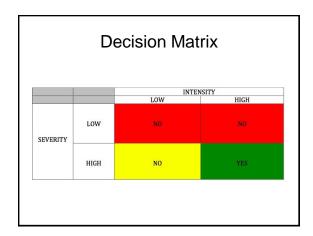
Intensity is measured by how far behind a student is academically or how different the behavior is from peers or norms.

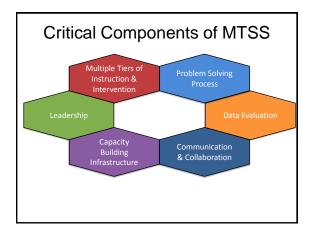
**Severity** is degree to which the student does or does not **respond** to evidence-based and well delivered intervention.

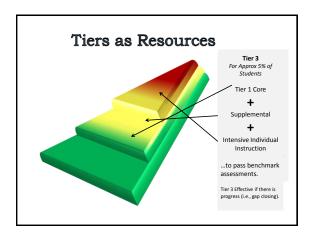
A student could have an *intense* problem, but catch up quickly. *Not Severe* 

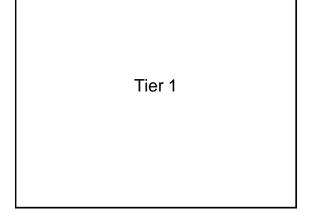
A student could have an intense problem, but NOT respond to well delivered interventions. *Severe* 

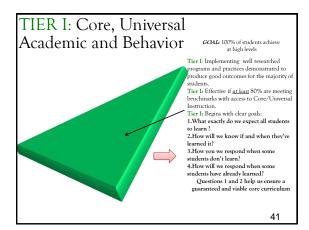
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### Eligibility Criteria Tied to Tier 1

**<u>CRITERION 1:</u>** Assurance of appropriate instruction

**CRITERION 3:** Inadequate academic achievement

in one or more of 8 areas

**CRITERION:** Observation of the student learning environment documents academic performance and behavior in areas of difficulty.

### Eligible Areas

- Oral Expression
- Listening Comprehension
- Written Expression
- Basic Reading Skill
- Reading Fluency Skills
- Reading Comprehension
- Mathematics Calculation
- Mathematics Problem-Solving

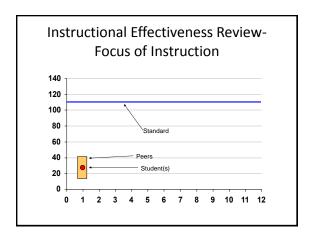


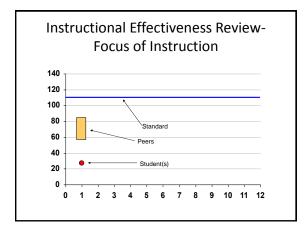
### "Discrepancy"

- Discrepancy is between child's current level of performance and age or state-approved grade-level standards
  - GAP Analysis from Tier 1
  - Student/peer performance
  - State Assessment Data
  - Benchmark Data that Align with State Assessment Data
  - Other?



# Instructional Effectiveness Review-Focus of Instruction 140 120 Peers Standard O 1 2 3 4 5 6 7 8 9 10 11 12





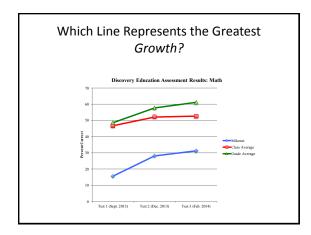
What Data Do You Use to Determine Discrepancy Between State-Approved Grade-Level Standards and Student Performance?

What are your "decision points" to identify students "at-risk"?

25%ile?

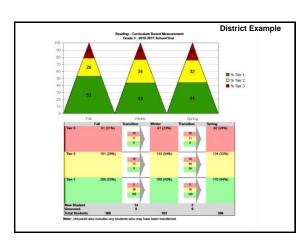
GPA?

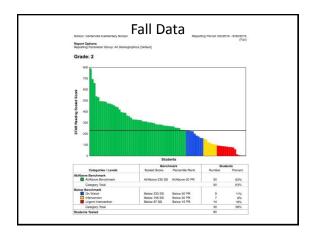
Credits? Ds/Fs

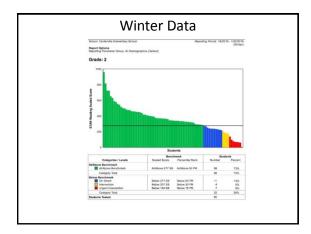


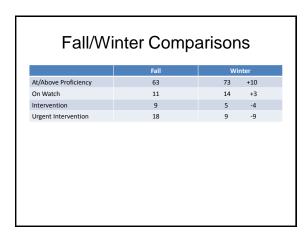
### How Do We Determine Effective?

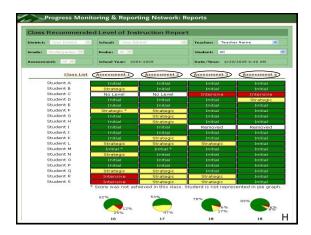
- Proficiency rates?
  - Increase in % of students reaching proficiency over time
- Growth/Improvement?
  - Reduction of Risk Level
- BOTH











### **Eligibility Criterion**

- Relevant behavior noted during the observation and relationship of Bx to academic functioning
  - Data from required observation



# Purpose of Observation Data Collection

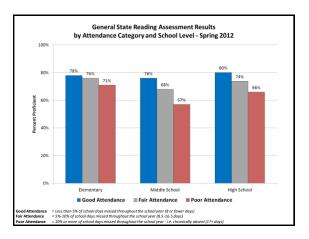
- The public agency must ensure that the child is observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.
- The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning

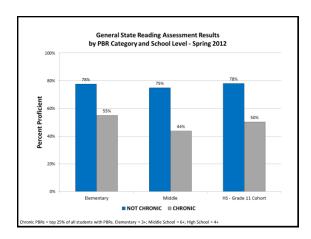
### **Observation Methodology**

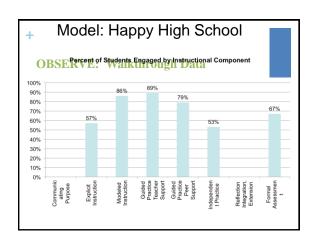
- Interactive Observation
- Questions to be answered developed ahead of time
  - What is the relationship between on-task attention and academic performance (productivity and accuracy) in subjects area with good and poor performance?
  - What is the relationship between amount of practice and performance/productivity?

### **Examples of Data Collected**

- Student On-Task Attention
- Amount of Work Completed during the Observation
- Accuracy of the Work Completed
- · Collected in different subject areas.







### **Table Top Discussion**

- Does your district have a clear definition of observation requirement for SLD eligibility?
- Has the district identified evidence-based observation protocols appropriate for this requirement?

### Critical Tier 1 Questions

- Was this student exposed to effective instruction in reading/math?
- Does this student demonstrate a significant discrepancy between current performance and state-level grade/subject area standards?
- Is student behavior related to the discrepancy in the areas of reading/math?

### **Eligibility Criterion 2 Exclusions Ruled Out**

### **IDEIA Comprehensive Evaluation**

- The findings are not primarily the result of:

  - e monings are not primarily the result

    Sensory or Motor Disability

    Mental Retardation

    Assess Adaptive Behavior
    First

    Emotional Disturbance

    Data from observation

    Observation and
    performance data

    Cultural Factors

    ATP Data for Race (NCLB)

    Comparative ATP for Culture
    (Local Moms)

    Environmental or Economic

    Disability

    Limited English Proficiency

    ATP Data for Lew SES

    Limited English Proficiency

    ATP Data for LEP



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### Rule Out: ED

- · Behavior Observation
  - Compare behavior to peers through systematic observation procedures
  - Document any "behaviors" that cluster with particular disorders
- Behavior Rating Scales that document "emotional disorder/disturbance" (if necessary--remember these behaviors must adversely effect academic or social performance)

### Rule Out: Culture/Race

- Collect data on other students of same culture on target behaviors/concerns and compare with target student.
- Use NCLB data (or benchmark data) to compare performance of target student with data from those students who share demographics.

### Rule Out: Economic Disadvantage

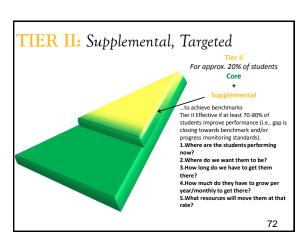
- Compare performance of target student with the NCLB or district data on other students on the "free/reduced lunch program. FRLP"
  - If other FRLP students are performing at a significantly higher level, then it is less likely that economic disadvantage is the primary reason.
  - If other FRLP students share the same performance levels, then the team must consider core instruction issues with these students.

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# Rule Out: English Language Proficiency

- Compare performance of target student with the NCLB or district data on other ELL students.
  - If other ELL students are performing at a significantly higher level, then it is less likely that economic disadvantage is the primary reason.
  - If other ELL students share the same performance levels, then the team must consider core instruction issues with these students.

Tier 2



# Tiers 2 Intervention-Based Services

<u>CRITERION 4:</u> Lack of sufficient progress in response to scientific, research-based intervention

Use of the Problem-Solving Process

### **NC** Criteria

Insufficient rate of progress: When provided with high-quality core instruction that a majority of students are responding to and scientific, research-based intervention(s) matched to area(s) of need, the child demonstrates either a lack of response to instruction and intervention or is responding at a rate that is insufficient to reduce their risk of failure after an appropriate period of time.

### Tier 2 Level Services

- Identify the area in which improvement is needed.
- Identify students who share this need.
- Identify instruction/interventions that are evidence based to improve student performance in this area.
- Develop instruction:
  - Time, Focus, Type
- Identify data collection methods/frequency
- Implement!

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Intensifying Instruction
ne
More time, more practice and rehearsal, more opportunity for feedback
CUS Narrowing the range of instruction • Reading: 5 Big Ideas, SOME of the 5 Big Ideas
pe More explicit, more frequent, errorless
3 Fs + 1 S + Data + PD = Effective &
Powerful Instruction
<ul> <li>Frequency and duration of meeting in small groups – every day, etc.</li> </ul>
Focus of instruction (the What) – work in vocabulary, phonics, comprehension, etc.
Format of lesson (the How) – determining the lesson structure and the level of scaffolding, modeling, explicitness, etc.
Size of instructional group – 3, 6, or 8 students, etc.
Use data to help determine the 3 Fs and 1 S (the Why)
Provide <b>professional development</b> in the use of data and in the 3 Fs and 1 S
Integrating Instruction

GRADE: SE	JBIECT:	
STANDARD: Recount stories, in myths from diverse cultures; de	cluding fables, folktales, and	
SKILLS: What students should DO	CONCEPTS: What students should KNOW NOUNS	
will be the focus of the IEP  c. What Academic BEHAVIOF have to engage instruction	RS (Engagement) must the student	
the impact of the deficit ar 2. What Specially Designed Is 17 3. How will Special Education	ategies can reduce or neutralize reas (e.g., text to speech) instruction should be used in Tier in and other providers incorporate tope and sequence? (e.g., pre-teach,	

### **Lesson Study**

- Method to integrate academic and behavior instruction/intervention into a single system
- Integrate learning goals, instructional strategies, student engagement factors and performance criteria

# Characteristics of Effective Planning-Tier 1

- All providers of instruction and support are in attendance at the lesson study-general education, remedial education, special education and appropriate related services
  - Question: at YOUR grade level lesson planning meetings, do ALL providers of instruction attend or just the general education teachers?

# Characteristics of Effective Planning-Tier 1

- The Learning Goal/Standard/Progression levels is/are identified explicitly
- Instructional strategies (evidence-based) for the goal/level and student skill levels are identified
- The explicit student performance behaviors necessary to engage the instruction are identified—GAPS for individual students identified

Lesson Study Tiers 2/3

# Characteristics of Effective Planning-Tier 2/3

- Tier 2/3 providers meet separately to lesson plan their instruction within the context of the Tier 1 lesson study meeting
- Instructional strategies, engagement behaviors, instructional materials that support student success in Tier 1 are identified

# Characteristics of Effective Planning-Tier 2/3

- Alignment with the scope and sequence/pacing chart for Tier 1 is always a priority when identifying the focus of instruction on a weekly basis
- This alignment permits a strategic focus for issues such as vocabulary, background knowledge, preteaching/review/re-teaching, etc. that results in "just in time" readiness for students to integrate what they have learned into Tier 1

# Characteristics of Effective Planning-Tier 2/3

- Assessments in Tier 2/3 incorporate characteristics of assessments in Tier 1
- The goal here is to not only ensure that students strengthen needed skills and accelerate their growth BUT ALSO to ensure that the students can explicitly identify how the instruction in Tiers 2/3 relates to their work in Tier 1

# Characteristics of Effective Planning-Tier 2/3

- Tier 2/3 providers observe their students in the Tier 1 environment to ensure alignment of instruction across Tiers
- Tier 2/3 providers increasingly take an active role in the Tier 1 Lesson Study to share specially designed instructional strategies and student engagement supports during the Tier 1 Lesson Study meetings

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What is your definition of "effective instruction" in Tier 2?
70% of students are making a positive response to instruction/intervention OR

are at proficiency with the supports.

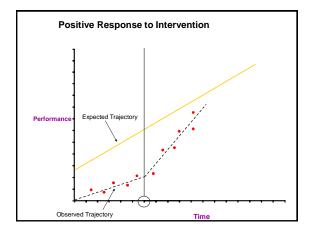
Decision Rules: What Constitutes Sufficient Progress?

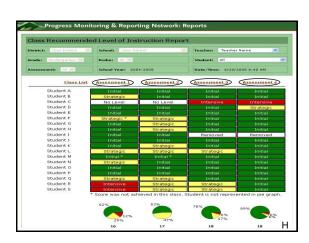
### **Decision Rules**

- Response to Intervention Rules
- Linking Rtl to Intervention Decisions

## Decision Rules: What is a "Good" Response to Intervention?

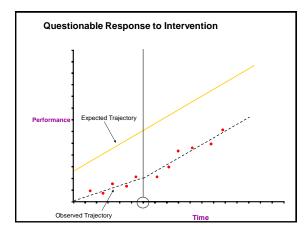
- · Positive Response
  - Gap is closing
  - Can extrapolate point at which target student(s) will "come in range" of target--even if this is long range
  - Level of "risk" lowers over time
- · Questionable Response
  - Rate at which gap is widening slows considerably, but gap is still widening
  - Gap stops widening but closure does not occur
- Poor Response
  - Gap continues to widen with no change in rate.

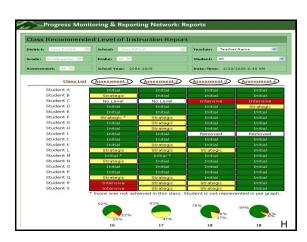




## Decision Rules: What is a "Questionable" Response to Intervention?

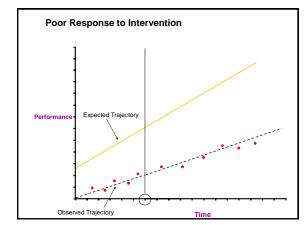
- · Positive Response
  - Gap is closing
  - Can extrapolate point at which target student(s) will "come in range" of target--even if this is long range
- · Questionable Response
  - Rate at which gap is widening slows considerably, but gap is still widening
  - Gap stops widening but closure does not occur
  - Level of "risk" remains the same over time
- Poor Response
  - Gap continues to widen with no change in rate.

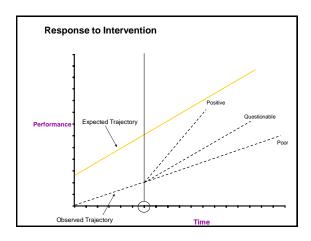




## Decision Rules: What is a "Poor" Response to Intervention?

- · Positive Response
  - Gap is closing
  - Can extrapolate point at which target student(s) will "come in range" of target--even if this is long range
- · Questionable Response
  - Rate at which gap is widening slows considerably, but gap is still widening
  - Gap stops widening but closure does not occur
- · Poor Response
  - Gap continues to widen with no change in rate.
  - Level of "risk" worsens over time





## Decision Rules: Linking Rtl to Intervention Decisions

### Positive

- Continue intervention with current goal
- Continue intervention with goal increased
- Fade intervention to determine if student(s) have acquired functional independence.

# Decision Rules: Linking Rtl to Intervention Decisions

### Questionable

- Was intervention implemented as intended?
  - If no employ strategies to increase implementation integrity
  - If yes -
    - Increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving.

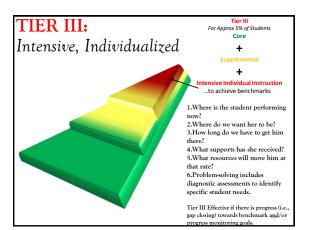
# Decision Rules: Linking Rtl to Intervention Decisions

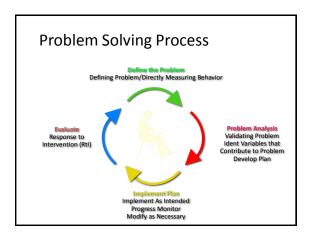
### Poor

- Was intervention implemented as intended?
  - If no employ strategies in increase implementation integrity
  - If yes -
    - Is intervention aligned with the verified hypothesis? (Intervention Design)
    - Are there other hypotheses to consider? (Problem Analysis)
    - Was the problem identified correctly? (Problem Identification)

### Tier 2 Eligibility Questions

- What was the student's response to intervention?
  - Positive, Questionable, Poor?
- If poor, go to individual problem-solving and Tier 3 interventions.





### **Develop Hypothesis: ICEL**

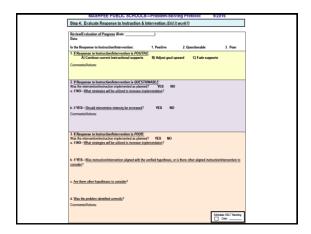
- We must ask questions to form a hypothesis regarding "What is the goal not being attained? What are the barriers to learning that must be addressed?
- We ask questions across four domains.
- These domains comprise the comprehensive evaluation.

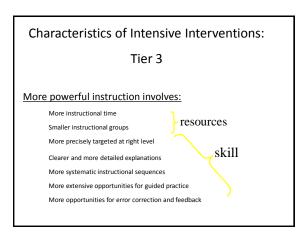


School:			
Facilitator:	Time-Keeper:	Note-Taker:	
Step 1: Define the Problem. I	dentify the Goal (What i	s the goal?)	
Identify initial concern (What data raised concerns?)			
Using data, what is the current level of performance?			
Using data, what is the benchmark level?			
Using data, what is the peer performance?			
What is the gap?			

	neses addressing why the goal is not occurring.	
HYPOTHESIS #1  I C E L  Instruction, Curriculum, Environment, Learn	The goal is not occurring because	
Prediction If, then		
Relevant Data R I O T Review, Interview, Observe, Test		
Validated? Yes/No		

Step 3: Plan Development (What are we going to do ab	out it?)		
Description of Intervention & Expected Outcomes	Tier: 1	2 3	
Implementation			
Frequency (How often):			
Amount of Time (Duration): When:			
when:			
Support			
Who:			
How Often:			
Description/Type:			
. ,			
Data Collection			
Type:			
Frequency:			
Review Dates:			
Expected Performance on Review Dates:			
Responsible Party:			





# Criterion 5 Demonstrated Need for SDI

- Has this student responded to Tier 3 instruction?
- If not, has the team identified specially designed instruction?
- What has been the student's response to this instruction?
- If positive, then the need has been demonstrated.

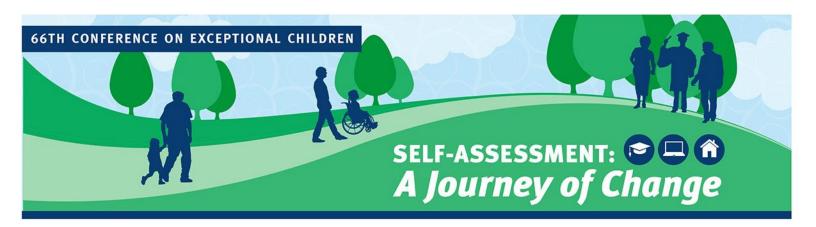
# Criterion 5 Demonstrated Need for SDI

- What other supports will be needed to sustain progress and attain standards?
  - UDL
  - Related Services
  - Assistive Technology
  - Accessible Instructional Materials
  - Other?
- How will these interventions and supports be integrated into Tier 1 instruction?

# Characteristics of Specially Designed Instruction

- Focus is to reduce or eliminate the impact of a disability on academic and/or behavioral progress
- Designed specifically for an individual student following individual problem-solving
- Could be implemented in Tiers 1, 2 and/or 3
- Examples include: text to speech, unique teaching strategies to teach a skill or alternatives to a skill, feedback protocols

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# SLD Eligibility in an MTSS Model: A Search for Effective Instruction Part 1 & 2

George Batsche

**Sessions 67 & 88** 

Participant Journal

Disclaimer: Presentation materials are for registered participants of the 66th Conference on Exceptional Children. The information in this presentation is intended to provide general information and the content and information presented may not reflect the opinions and/or beliefs of the NC Department of Public Instruction, Exceptional Children Division. Copyright permissions do not extend beyond the scope of this conference.

# SLD Eligibility within an MTSS Model: What Does It Look Like and Is It Really About a Search for Effective Instruction?

### Participant Journal

### **November 9, 2015**

### Reflection 1: MTSS, SLD Definition and Criteria

- 1. What about this discussion was affirming for me based on what I know and believe?
- 2. What about this discussion do I need to know more about or need support to implement?
- 3. What about this discussion was concerning to me?

### Reflection 2? BIG Ideas—

- 1. What about this discussion was affirming for me based on what I know and believe?
- 2. What about this discussion do I need to know more about or need support to implement?
- 3. What about this discussion was concerning to me?

### Reflection 3: Tier 1 (Determining effective instruction, Discrepancy, Observation?

- 1. What about this discussion was affirming for me based on what I know and believe?
- 2. What about this discussion do I need to know more about or need support to implement?
- 3. What about this discussion was concerning to me?

### **Reflection 4: Exclusionary Criteria**

- 1. What about this discussion was affirming for me based on what I know and believe?
- 2. What about this discussion do I need to know more about or need support to implement?
- 3. What about this discussion was concerning to me?

Reflection 5: Tier 2 (Characteristics of instruction, decision rules, integrating instruction.

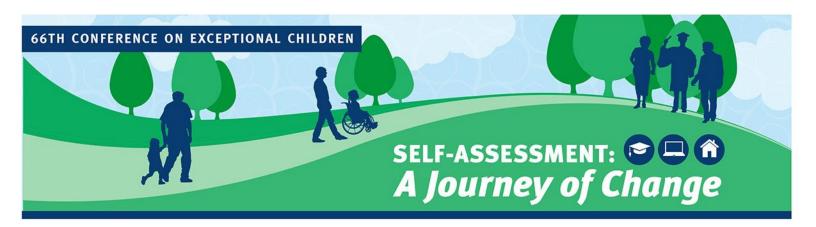
- 1. What about this discussion was affirming for me based on what I know and believe?
- 2. What about this discussion do I need to know more about or need support to implement?
- 3. What about this discussion was concerning to me?

# Reflection 6: Tier 3 (Problem solving, Intensive instruction, specially designed instruction

- 1. What about this discussion was affirming for me based on what I know and believe?
- 2. What about this discussion do I need to know more about or need support to implement?
- 3. What about this discussion was concerning to me?

### **Reflection 7: Determination of Need**

- 1. What about this discussion was affirming for me based on what I know and believe?
- 2. What about this discussion do I need to know more about or need support to implement?
- 3. What about this discussion was concerning to me?



# SLD Eligibility in an MTSS Model: A Search for Effective Instruction Part 1 & 2

George Batsche

**Sessions 67 & 88** 

**Data Summary Sheet** 

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### Appendix C: Sample Coversheet for Written Summary of Group's Analysis

Meeting		1					Joup 5 Illiui, 515			
Demogra	phic Info	rmation								
Student N	Jame:			ID#:		AYP S	ubgroup(s):			
School:				Grade:	Retention History:					
T.14°6°	1 ADEA(	- <b>C</b>								
CONCE	d AREA(s RN:	5) 01								
Observat	tions. (Att	ach observation for Behavio	orm/summary ral observatio			Relation	nship to academic function	ning		
Ohaamati	#1.	Benavio	iai oosei vaiie	<u> </u>		Kciatioi	ising to academic function	Jillig		
Observati	ion #1:									
Observati	ion #2:									
Educatio findings:		vant medical								
Diagnost	ic assessn	nent results:			<u> </u>					
			_							
Intervent	tion Sumi	nary ion/Intervention	Imple	<u>menter</u>	Duration/Frequ	nonev	Fidelity/Support	Dr'	I Respon	nco
	HISH UCH	ion/intervention	Imple	menter	Duration/Frequ	uency	Fluenty/Support	+	?	-
0										
Core										
Targeted			.1	0						
Intensive			T							
Analysis	of Respon	nse to Intervention	on Data (See	attached da	ta which includes g	graphs)				
1. Perfor		<u>District</u>	of performan School		post-interventions Class SES	): S Group	Comp: Pe	er Grou	p #2:	
<u> </u>	<u>-</u>	<u> </u>	<del>zenes.</del>		<u> </u>	<u>o orowp</u>	<u> </u>	<u> </u>	<u>* <b>=.</b></u>	
2. Rate of	f Progress	s (Attach docume	ntation of inte	ervention in	tensity, rate of prog	gress, ex	pected rate of progress)			
3. Statem	ent of Ne	ed:								
3. Statem	nent of Ne	ed:								

		performance and rate of progress are primarily the result of any					
of the following. Specify the documentar	ation that supports the groups' c	conclusion for each.					
Yes No	-4 4:1:1:4						
Visual, hearing, or mo	otor disability						
Intellectual disability	·						
	Emotional/behavioral disability						
☐ ☐ ☐ Irregular pattern of attern o	Irregular pattern of attendance or high mobility rate						
Cultural factors	Cultural factors						
Environmental or ecor	Environmental or economic factors						
Classroom behavior							
Limited English profic	ciency						
	·						
Summary of eligibility criteria for a sp	pecific learning disability						
Yes No							
Student does not achie areas (Check all that a		not meet grade-level standards in one or more of the following					
Basic re	eading skills						
Reading	g fluency skills						
Reading	g comprehension						
☐ Mathem	Mathematics calculation						
Mathem	Mathematics problem solving						
	Written expression						
	Oral expression						
	Listening comprehension  Student does not make adequate progress based on response to scientific, research-based intervention,						
	OR combination of response to scientific, research-based intervention & pattern of strengths and weaknesses.  The student's progress is not primarily the result of any of the exclusionary factors or lack of appropriate instruction.						
	The student demonstrates evidence of eligibility for a specific learning disability.						
The student needs into	The student needs interventions that differ significantly in intensity and duration from what can be provided through						
general education reso							
		dividuals certifies their agreement with the determination of the with subsection (6) of Rule 6A-6.0331.					
engionity and assurance that this determ	illiation was made in accordance	e with subsection (0) of Kule 0A-0.0331.					
ESE Administrator/Designee Ger	eneral Education Teacher	Parent					
ESE FRAMMISTATION SESSENCE	Moral Education Teacher	Tucht					
School Psychologist Spe	eech/Language Pathologist	Other: Name/Position					
Other: Name/Position Oth	her: Name/Position	Other: Name/Position					
A	DEED 141 6						
The following team members DISAGE member's conclusion.	REE with the conclusion of th	ne group. Attach a separate statement presenting each					
Name/Position Nam	me/Position	Name/Position					